

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Brigstock Latham's CE Primary School
Number of pupils in school	97
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers	1
Date this statement was published	September 2021
Date on which it will be reviewed	Jan 2022, Mar 2022, July 2022
Statement authorised by	Luella Manssen
Pupil premium lead	Luella Manssen
Governor lead	Claire Turner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,150
Recovery premium funding allocation this academic year	£3030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£19,790

Part A: Pupil premium strategy plan

Statement of intent

At Brigstock Latham's CE Primary School, we have high aspirations and ambitions for all of our children and we believe that all learners should be able to reach their full potential. We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed in a supportive and caring environment.

Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Brigstock Latham's CE Primary School, we are determined to provide the support and guidance they need to help them overcome these barriers. In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum. We work closely with families to ensure that our pupils feel safe and secure and motivated to reach their potential with the ultimate aim of eradicating any gap in attainment between our PP and Non-PP pupils.

The Pupil Premium is allocated to schools for children of statutory age from low-income families who are known to be eligible for free school meals (FSM) in both mainstream and non-mainstream settings to children who have been looked after continuously for more than six months and to children whose parents are currently serving in the armed forces.

From 2012-2013, this will also include pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure). Schools are free to spend the Pupil Premium as they see fit. However, we will be held accountable for how we have used the additional funding to support pupils from low-income families. From September 2012, we are required to publish online information about how we have used the Premium.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Barriers to learning
2	Poor attendance
3	Lack of parental engagement
4	Safeguarding concerns
5	Social and emotional behavioural barriers

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Progress of children in receipt of PP funding in reading, writing and maths will be in line with their peers.</p>	<p>SENDCo to review provision maps termly (alongside class teachers and support staff) to ensure all pupils eligible for PP make rapid progress by the end of the year so that at least 12% more children than last year meet age related expectations in writing and maths.</p> <p>Data headlines completed 6 times a year to track progress.</p> <p>TAs and Class teachers to run specific interventions.</p> <p>Increased accountability of staff to ensure all disadvantaged children receive QFT and additional support where necessary. PP pupils to be a focus of all lesson observations and learning walks.</p> <p>Tutoring sessions for those pupils identified as underachieving or needing to catch up in a specific area to positively impact on outcomes.</p>
<p>Children in receipt of PP funding will have combined attainment in line with their peers.</p>	<p>SENDCo to review provision maps termly (alongside class teachers and support staff) to ensure all pupils eligible for PP make rapid progress by the end of the year so that at least 18% more children than last year meet age related expectations in all 3 areas.</p> <p>Data headlines completed 6 times a year to track progress.</p> <p>TAs and Class teachers to run specific interventions.</p> <p>Increased accountability of staff to ensure all disadvantaged children receive QFT and additional support where necessary. PP pupils to be a focus of all lesson observations and learning walks.</p> <p>Tutoring sessions for those pupils identified as underachieving in a specific subject area to positively impact on outcomes..</p>
<p>Children in receipt of PP funding will have an attendance of at least 96%.</p>	<p>Parents will know the school's expectations for punctuality and attendance as outlined in the attendance policy as communications in Newsletters will refer to this regularly.</p> <p>Through communication from the SLT and class teacher, parents will be aware of the negative impact that poor attendance and</p>

	<p>punctuality has on their child's learning, their confidence and self-esteem, progress and outcomes, relationships with peers and their involvement and enjoyment in school.</p> <p>The school will share each child's attendance data with parents at least 3 times a year and they will be made aware of what is considered to be 'poor' attendance.</p> <p>In line with the school's attendance policy, incentives such as certificate and rewards will be offered to promote good attendance and there will be an increase in termly and annual full-time attendance awards.</p>
<p>Children in receipt of PP funding will feel safe, happy and motivated in school.</p>	<p>Survey feedback from children and class teachers will show that children feel well supported.</p> <p>Family Support Worker to be available for a range of pupil support strategies, both timetabled and reactive support will be available.</p> <p>Family Support Worker to run lunchtime nurture club for pupils, offering a range of activities in a supportive environment.</p>
<p>Parents and families in receipt of PP funding will feel supported by the school and be engaged in all areas of their child's development.</p>	<p>Family Support Worker to be available for family and pupil support.</p> <p>EHAs to be initiated and in place where needed leading to most vulnerable children performing in line with their peers.</p> <p>Survey feedback from parents, children and class teachers to show that families feel well supported.</p> <p>Support from other agencies to be available for families including the school nursing team.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Whole staff grammar training</i>	<p>Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. (The EEF Guide to Pupil Premium)</p> <p>The EEF toolkit has shown an improvement in reading and literacy skills can have a huge impact on progress.</p> <p>Effective data analysis and targeted intervention can promote progress – NfER</p> <p>A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust's 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.</p> <p>The EEF toolkit has shown that the effective use of feedback can result in +8 months progress in a year for disadvantaged pupils.</p> <p>The EEF toolkit has shown that metacognition and self-regulation to have an impact of +8 months to progress</p>	1
<i>Whole staff 'teaching' reading approaches training followed up by modelled teaching sessions.</i>		1
<i>Whole staff mastery approach in maths training using White Rose Maths Webinars</i>		1
<i>INSIGHT data tracking training for teachers</i>		1
<i>Individual staff CPD opportunities to upskill specific areas linked to individual performance targets</i>		1
<i>Support staff termly CPD meetings led by Family Support Worker/SENDCo</i>		1, 4, 5
<i>Whole staff training on metacognition and self-regulation</i>		1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>KS2 subject specific tutoring for children at risk of underachieving</i>	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium Strategy. (The EEF Guide to Pupil Premium) EEF toolkit has shown that small group tuition can greatly accelerate the progress of disadvantaged students.	1
<i>Additional TA support in KS1 for structured interventions for those pupils at risk of underachieving</i>		1
<i>Access to Educational Psychologist to report areas of challenge for individual pupils</i>		1

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Family Support Worker role (60% of salary). 1:1, small group intervention and lunchtime nurture club.</i>	Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. (The EEF Guide to Pupil Premium)	2, 3, 4, 5
<i>Fully funded trips, school uniform, music lessons, clubs etc</i>	The EEF toolkit – enrichment in the form of; sports, arts, outdoor adventure learning are shown to have +2 or +4 months impact	1,2 ,3 ,4, 5
<i>Range of Parent Workshops: Reading, Behaviour management, Phonics, Maths</i>	EEF – Parental engagement +3 month impact	3, 4, 5

Total budgeted cost: £19,000

Part B: Review of outcomes in the previous academic year

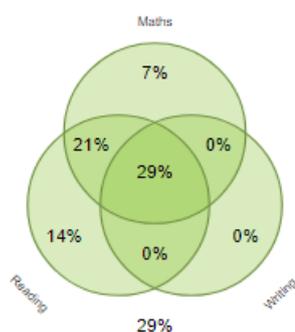
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

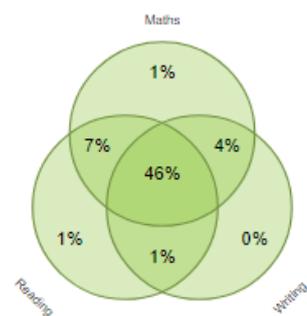
Internal data for the end of the 2020 – 2021 academic year:

	Average attainment (Standardised score/Teacher assessment) PP	Average attainment (Standardised score/Teacher assessment) Non - PP
Reading	105	101
Writing	On-track	Just below
Maths	106	104
	Average progress score (Expected progress 0.0) PP	Average progress score (Expected progress 0.0) Non - PP
Reading	-1.8	3.6
Writing	<i>Teacher assessment data not available</i>	<i>Teacher assessment data not available</i>
Maths	12.6	9.0

PP
Combined attainment
At/above expected



Non - PP
Combined attainment
At/above expected



The impact of COVID-19 on pupil outcomes for children receiving PP funding is varied. Reading is the subject that pupils did not make the expected progress in from their starting points. It was challenging to track pupil's progress in reading remotely. Writing attainment for Non-PP is just below that of Non-PP. It is positive that the attainment for Reading and Writing of both Non-PP and PP pupils is broadly in line and at expected.

The creation of the Oasis (nurture) room and resourcing of it, including whole staff training on Trauma Informed approaches to behaviour management, has meant that our most vulnerable pupils have access to a safe space where they can access the support they need to be able to access their learning. This is the work base for our Family Support worker who is using the CPD she attended, 'Drawing and Talking' with several of our most vulnerable pupils. (Total cost £1,246.86)

Learning resources, including iPads and Chromebooks have supported teaching and learning. Wellbeing music workshops delivered by Northamptonshire Music and Performing Arts Trust were a welcome COVID-19 distraction for pupils. iPads specifically supported times tables acquisition in Year 4 for the Times Tables Check and also access to Spelling Frame for a tailored scheme of learning for KS2 classes. (Total cost £10,522.33)

30% of the Unqualified Teacher's salary was funded by PP. It is difficult to track the impact of this as the delivery of interventions had to change dramatically due to COVID-19 related restrictions and this member of staff would often be used for covering lessons too. As a result, moving forwards, a percentage of the Family Support Worker's salary will now be funded using PP rather than the UQT. (Total cost £7137)

Pupils who accessed the NTP in Year and 6 made good progress from their starting points but communication with virtual tutors was challenging. Broadband issues meant that tutoring sessions were often cut short or disturbed. As a result, the school will not opt for online tutoring, moving forwards. 90% of pupils made expected progress or above in Maths and 73% made expected progress or above in Writing (£1800 taken from the Catch-Up Funding)

Uniform, trips and music lessons funded, benefitting some of our most vulnerable pupils. One pupil who had an EHA in place was bought a guitar and provided lessons and books/CDs to encourage attendance and engagement with school. (Total cost £803.61)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
National Tutoring Programme	Pearson

